

S A F E T Y

Two Sections • Section One



CHRISTMAS . . .

is made of many things. Of children's eyes as they behold a gift-laden tree. Of parents' eyes . . . tired from the labors of the days before, but happy in their children's happiness. Of young voices raised in song, both on the day itself and during weeks before. But most of all of the voices of our friends, wishing us well sincerely, both on Christmas and throughout the new year . . . and making those wishes in the full expectation that they may come true, as the songs may be sung, in a free world.

For the teacher, the holiday season begins early. Especially in the lower grades, where it starts with the first whisper by some excited child that he or she has seen a favorite toy on display, asked Santa to fill a stocking come Christmas eve. The Yuletide spirit takes fuller shape with the initial snip of the kindergarten shears, as chubby hands fashion decorations for school windows. By days before December 25 the school holiday season has attained its full dimension . . . with tree, party, special assembly, and (perchance) a safety supervisor turned Santa for one short afternoon.

It is almost heartless to suggest that in all this happiness for youngsters there may lie hazards. But the facts remain that accidents take no holiday and that happy, excited children are often less prone to be careful ones. Which means that, for the teacher as for parents, holidays may be care-filled. But not so much, perhaps, if safety has been taught consistently since September, and if the weeks before Christmas are as filled with seasonal reminders as they are with special events.

Where will you find seasonal safety helps in this issue? In the monthly lesson units, prepared and produced precisely for your use in the days immediately ahead. Written to help you teach safety at home throughout the holidays, they are intended to help you wish a truly merry and safe Christmas vacation to the children in your charge.

Also in this issue, though coincidentally, you'll find impetus for a happy new year of teaching safety. Because as this issue went to press the National Safety Council celebrated its 40th birthday, received a federal charter, and embarked on a new year of its own. The Council did so, typically, by examining safety work present and future. For the hundreds of educators on hand this meant a week-long study of how they, and you, can improve safety education in the months ahead. Something of what they decided we bring you on following pages; more will be reflected in what we send your way month by month as the Council's new year (and that of the world) progresses.

Immediately however, and most of all, we send you our good wishes for a most happy holiday. We hope sincerely that your Christmas season is joyous and song-filled . . . and that it becomes the prelude to a bright new year of 365 safe, secure and happy days.

Alice M. Carlson

NATIONAL SAFETY COUNCIL

NED H. DEARBORN, President.

LOWELL B. FISHER, Vice President for Schools and Colleges.

WAYNE P. HUGHES, Director, School and College Division.

NORVAL BURCH, Editorial Director, Council Publications.

SCHOOL AND COLLEGE COMMITTEES

Safety Education Supervisors Section

Chairman: LONNIE GILLILAND, Director, Safety Education, Oklahoma City Public Schools, Oklahoma City, Okla.

Driver Education Section

Chairman: LESLIE SILVERNALE, Coordinator, Driver Education, Michigan State College, East Lansing, Michigan.

Standard Student Accident Report Committee

Chairman: THELMA REED, Principal, William Volker school, Kansas City, Mo.

School Transportation Committee

Chairman: O. P. RICHARDSON, Asst. Dir. Div. of Adm. and Finance, Dept. of Education, Montgomery, Alabama.

School Plant Planning Committee

Chairman: THOMAS J. HIGGINS, Director, Division of School Building Survey, Chicago Public Schools, Chicago, Ill.

Advisory Committee Safety Education Magazine

Chairman: FORREST E. LONG, Professor of Education, School of Education, New York University, N. Y., N. Y.

ON OUR COVER: Here comes Johnny with a present for the teacher . . . and even without the packages one couldn't mistake the gleam in his eye for anything but Christmas spirit. He's our way of saying: "Merry Christmas and thank you to all who work for safety of young people." Though we'll venture to say that Johnny's smile is all that any teacher or administrator needs to see to feel well repaid. Photograph from Harold M. Lambert.

**SCHOOL AND COLLEGE
CONFERENCE—1953-54**

Herbert J. Stack, Chairman

Frank C. Abbott • Arthur S. Adams
John J. Ahern • W. W. Bauer
Norman E. Borgerson • Earl H. Breon
Clifford Lee Brownell • Percy Bugbee
Price E. Clark • Zenas R. Clark
John E. Corbally • Walter A. Cutter
M. R. Darlington, Jr. • H. S. Dewhurst
F. W. Douma • Ray O. Duncan
Roy Fairbrother • Lowell B. Fisher
Urban Fleege • Forrest Gaines
Don Gavit • Lonnie Gilliland
Lillian Gilliland • Gordon C. Graham
James J. Griffin • Merrill Hamburg
Mary S. Handlin • Fred V. Hein
Thomas J. Higgins • John W. Hill
Msgr. F. G. Hochwalt • DeWitt Hunt
Herold C. Hunt • Harold K. Jack
Stephen James • George Jennings
Helen K. Kandel • Mrs. F. W. Knight
Harold F. Lillie • Forrest E. Long
C. Benton Manley • James W. Mann
Charles A. Miller • M. D. Mobley
M. R. Owens • H. V. Porter
Mrs. Gladys Potter • Dr. Edward Press
A. H. Pritzlaff • Thelma Reed
Edward A. Richards • Leslie Silvernale
Clifford B. Smith • Ray Stombaugh
C. E. Summerville • Randall C. Swanson
George C. Traver • Edward M. Tuttle
N. E. Viles • Gilbert S. Willey

Mrs. N. F. Wulff



Contents of SAFETY EDUCATION
are regularly listed in "Education
Index."

S A F E T Y

Education

A MAGAZINE FOR TEACHERS AND ADMINISTRATORS

Volume XXXIII No. 4 Section One

Alice M. Carlson, Editor

C. H. Miller, Advertising Manager

CONTENTS for DECEMBER, 1953

Can Safety Education Be Improved? —An over-view of the 41st National Safety Congress	2
Ask Mary Stewart	6
S. M. Brownell Named Federal Commissioner of Education	8
Who Teaches Safety? —Pearl P. Chouffet	9
Now We Can Teach Judgment —Eugene Youngert	10
It's Elementary . . . but not simple —John W. Childers	14
Teaching Safety Day by Day —Vivian Weedon	16
1953 Rogers Awards Announced	18
Forum—Boys and Girls Together?	20
Two Teaching Tools —Harold T. Glenn	23
Fire Facts	24
Bulletins . . . People, Patrols, Applause	36

Departments

Views and Reviews	25
Lesson Units	27



Reg. U.S. Patent Office

SAFETY EDUCATION is published monthly, September through May, in two sections, by the National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. Entered as second class matter, September 13, 1939, at the Post Office in Chicago, Illinois, under the act of March 3, 1799. Copyright, 1953, by the National Safety Council. Printed in the U.S.A. Subscription price \$3.30 a year. Reduced prices for quantity orders.



Can Safety Education Be Improved?

At the 41st National Safety Congress and Exposition in October, the National Safety Council received its Federal Charter. Then School and College delegates asked and answered the vital question above.

At left, top, a Federal Charter is unveiled by the Honorable Clifford Davis before NSC President Ned Dearborn, Colonel John Stilwell, and Franklin M. Kreml. Left below: D. Willard Zahn keynotes School and College sessions. Left to right, immediately below: Roy Davis, Assn. of Cos. and Surety Cos., tenders Dr. H. J. Stack a volume of appreciation while Marian Telford, Mrs. Albert W. Whitney and Mary May Wyman look on; Patricia Priest speaks for her mother, Ivy Baker Priest . . . and for teen-agers; Mary May Wyman greets foreign and distinguished guests, among them C. L. Brownell, president of the AAHPER.



IT WAS, said those who had attended the National Safety Congress annually for many years, the most impressive Annual Meeting of all time.

There was good reason. For the 41st National Safety Congress, 12,000 strong, opened at the Conrad Hilton Hotel in Chicago October 19 with the presentation of a Federal Charter to the National Safety Council.

It was a milestone in the history of the safety movement, marking progress achieved since the first National Safety Congress in 1912, and pointing the way to further efforts for safety in the years ahead. Presented by the Honorable Clifford Davis, Congressman from Memphis, Tennessee, the charter was accepted on behalf of the Council by Colonel John Stilwell, representing the Trustees, Franklin M. Kreml, representing the Board of Directors, and President Ned H. Dearborn.

Prior to this moment the assembled delegates had listened to the words of Ivy Baker Priest, Treasurer of the United States, who had also been active in Washington in the campaign to secure the Council's Federal Charter. With health considerations making it impossible at the last moment for her to appear herself, Mrs. Priest's major address was read to the delegates

by her 17 year old daughter Patricia. At the end Patricia lifted her eyes from her mother's prepared speech to add a few informal remarks of her own concerning youth's part in accident prevention.

Said Patricia: "Nine out of 10 boys and girls my age want to learn to drive a car sensibly and safely. I believe that every one of us should be given a chance to learn to drive under excellent teachers. I hope you will help to make that possible."

Following this annual meeting, the more than 1000 delegates to School and College sessions returned to their Morrison Hotel headquarters for four full days of discussing Patricia Priest's hopes . . . and those of other young people . . . in an even fuller sense. There these safety education supervisors, school principals, and teachers carefully re-examined the subject of improving safety education from kindergarten through high school.

Keynoting their deliberations, D. Willard Zahn, Associate Superintendent of the Philadelphia Board of Education, pointed out that anything which favors the improvement of education as a whole will improve education for safety. He said: "Personnel dedicated to the task of improving safety education might

Left to right: Eliza Callas and Stephen James greet members of Special Interest Group I. Honored at the Congress are outgoing General Chairmen Forrest Gaines, Zenas Clark and Lillian Gilliland, with the plaques presented (to Gaines) by Norman Borgerson and Harold Jack. Opposite page, top to bottom: Walt Durbahn demonstrates safe use of home workshop equipment; teen-agers speak up; and Paul McGhee talks on improving safety education.



well direct the search-light of analysis and inquiry toward understanding the *total* educational process, for here alone can they find pinpoint answers to questions related to safety. Likewise, safety education has a significant contribution to make to the total educational process."

Mr. Zahn then pointed to a necessity for improving understanding of the basic principles and objectives of safety education and discussed attitudes and content. Providing a background for the discussion of special interest groups (which organized immediately after his talk and met three times during the next two days) Mr. Zahn took up and outlined, one by one:

- ▶ planning a balanced program and providing the means of carrying it out
- ▶ improving techniques in safety education
- ▶ improving evaluation
- ▶ improving research in safety education
- ▶ improving accident statistic tabulations and reports
- ▶ improving the administration of safety effort
- ▶ improving the acceptance of the safety program
- ▶ improving relationships with agencies interested in safety
- ▶ improving pre-service and in-service teacher education in safety.

He concluded by asking: "Will we be able to comprehend more completely and estimate more exactly the death-potential of whatever is being created today for tomorrow's use? Even if we can make this estimate it will require the most efficient use of our intelligence to achieve reasonably complete living without undue restriction on action by creating needless fears. This is, perhaps, the prime problem of safety education for children and adults alike for now and for the future."

During three following meetings each of seven special interest groups, the delegates probed further into the subjects unfolded by Mr. Zahn. At the conclusion of their deliberations they reported their findings to the third general session . . . and these findings will be published along with all other Congress proceedings in *Transactions* for 1953. But what they decided was further implemented by the remarks of Paul McGhee, Dean, Division of General Education at New York University, at the fourth general session on October 21.

In the audience to hear Mr. Zahn's opening remarks, as the final speaker Mr. McGhee explored development of attitudes in relation to the improvement of safety education generally. Said he: "If we are to do a better job at safety education than we have done thus far, we must equip ourselves to deal with attitudes, to understand how they are formed and nourished.



There will still be room, much room, for blunt, forceful, effective indoctrination in safety methods and techniques. The younger child will respond to 'Don't Cross Here!' The factory worker will similarly accept, if he has intelligent and understanding supervision, the use of devices for his protection. And we can and must go on preaching and teaching the obvious practices that lead to safety in the home.

"But when all this has been done, we are left with the largest part of the job still to do: to discover how adolescent high school boys and girls and college students can be motivated or influenced so that their actions reflect a positive desire to live, so that their living safely will be positive wish fulfillment. And to do this, we must of necessity train ourselves in more than the techniques, methods and statistics of safety. We must somehow learn to grapple with the hardest job of all—that of understanding ourselves and our fellow men."

Later Mr. McGhee added: "It is the whole person with whom we must deal. This means our thoughts and efforts must be concerned with his entire day. For attitudes, those basic and guiding principles that underlie all our actions, cannot be discretely packaged and taught in one or more courses by one department in a school or college. We can teach

Continued on page 40



In Chicago for the National Safety Congress, Mary Stewart was photographed as she visited the Pennsylvania exhibit at the County Fair of traffic safety activities.



In the Patterson dramatization of "Safety Through the Grades" these youngsters and the traffic light illustrated the slogan "driver education begins in the kindergarten."

Ask Mary Stewart

The Coordinator of Safety for John M. Patterson School in Philadelphia knows the answers on accident prevention for children. She's been working on the problem in her school and community for a decade.

IN PHILADELPHIA these days, when any traffic or other safety problem concerning children comes up for discussion, it is safe to predict that sooner or later (and probably sooner) someone on the committee is going to say:

"Ask Mary Stewart. I'll bet she'll know what to do about this."

There's good reason for Miss Stewart's being generally accepted as first and final source of safety education answers in her community. For the past 10 years, as sixth grade teacher at John M. Patterson School, she has done as professional a piece of safety education as one might find anywhere in this country.

In those 10 years her efforts have gained for her the title of Safety Coordinator of her school.

They have also gained her the respect and recognition of her community . . . to such a degree that her school principal and townspeople recently entered her name in the 1953 Carol Lane traffic safety awards program.

More important, as far as Mary Stewart is concerned, is the fact that her efforts for the safety of school children have aroused the interest and cooperation of her fellow citizens. So much so that the city's newspaper and radio station recently gave space and time to record community pride when Patterson School was awarded its eighth consecutive National School Safety Honor Roll certificate . . . the only school to be so honored in the entire state of Pennsylvania.

One of the primary reasons that Mary



An important feature of the Patterson safety program is the monitor force. These girls, through faithful service, have prevented many accidents to younger children.

Stewart's safety program has been so successful at Patterson has been that she has worked hard to make safety meaningful for her young people. She has also worked hard to make it fun. This means that she has, first, tied safety projects into the daily home and school living of the youngsters in her charge. She has, second, tied the children themselves into the school safety program.

For example, some years back Mary Stewart organized the Patterson Health and Safety Council. Today membership in this organization is a prized honor for selected students. Meeting once monthly, the council includes one representative from each class. The representatives from kindergarten through third grade inclusive are selected by the respective teachers. Representatives from the 4th, 5th, and 6th grade classes are elected by their fellow students. The elected representatives, in turn elect the officers. And all members of the council pledge to work faithfully to improve safety conditions in school and community . . . to make Patterson School, their homes, and the entire neighborhood a healthier, more sanitary part of their city.

This health and safety council is no mere show. In council meetings the youngsters themselves are encouraged to develop ideas for safety education of themselves and their fellow students. Once decided upon, the safety rules for a particular activity or season . . . as roller skating, or Christmas . . . are mimeographed and distributed to all pupils to take home.

The council, by organization, is one of the smallest though most effective student groups at Patterson. The largest safety organization at the school is a bicycle club. Active in this group



For 25 years Patterson safeties have guarded crossings. They and the monitors also take annual awards in competitive drills during Philadelphia's yearly Girl and Boy Week.

are about 350 boys and girls from grades 4, 5, and 6. The members, all bike owners who must be able to ride safely, meet once a month. Their bikes are regularly inspected and knowledge of traffic rules is stressed.

Are children left out of safety at Patterson if they do not belong to an organized group? Not in the least. Safety is interwoven into all subjects, and is the subject of many auditorium programs in the school during the year. Concern for safety at Patterson starts in kindergarten . . . Mary Stewart actually believes that this is "where driver education begins." For driver education Patterson defines as learning to drive any moving vehicle in such a way as to avoid accidents.

When driver education is taught in kindergarten, this school claims, the boy or girl is learning to work in a group and is becoming initially acquainted with traffic rules for class and school. He is operating his own toys . . . whether an auto, wagon, small bicycle or tricycle. At the same time he is discussing family activities . . . such as riding in the family car, watching while the car is repaired and inspected. And he is being constantly reminded about obedience to all traffic rules, inspection and care of automobile, wagon or tricycle, plus courtesy on the road.

Early instruction in traffic safety at Patterson is now assisted by a miniature traffic light presented to the school, at Mary Stewart's suggestion, by a "graduating" 6th grade class. Other aids utilized to impress safety on students at Patterson include safety games, safety songs for classroom and auditorium use and safety posters developed by art classes.

At Patterson patrols have their usual assigned



All Patterson . . . principal, staff members and students . . . is proud of the fact that their school has merited National School Safety Honor Roll rating for eight years.

duties. And monitors' duties include holding doors for classes to pass in and out of the building, standing post on fire towers, helping in washrooms at recess time, and being generally on guard to prevent accidents to younger children. But each of these organizations has been encouraged to practice for competitive drills during Philadelphia's annual Girl and Boy week as well. The result is both organizations have carried off top honors in the competition for many years . . . and both organizations are frequently starred in Patterson school programs.

Typical of the way Mary Stewart has kept all Patterson school children interested in safety throughout the year is the production "Safety Through the Grades" which she presented at the Philadelphia Regional Safety Conference last year. She wrote the script for this program,

featuring the history of all Patterson safety activities in a series of dramatic sequences. Then she directed 70 Patterson school children in the production. Later she wrote a similar script for presentation on the local TV station, again with students from the school as stars of the story. Each of these presentations publicized student safety activities on both the individual and group basis. But each presentation also reiterated safety principles . . . reminders to participating students as well as to the audience.

Four years ago Patterson School received the first Roy Rogers National Safety Trophy ever given to any elementary school anywhere. The school earned it on the basis of the safety groups Mary Stewart had developed among the students; she has never allowed successive groups to forget what the trophy stands for. As a consequence, the meaning of the Rogers trophy is just as real to today's students as to those who originally received it . . . and a cup presented in token of past activities is helping to encourage more of those activities currently.

Does all this sound like *extra* work? Make no mistake about it, it is! The faculty committee which submitted Mary Stewart's name for consideration in the 1953 Carol Lane awards program said of her: "Miss Stewart's work in traffic safety is over and above the call of duty. It occupies many additional hours of her day, seven days a week, and countless hours of vacation time." But the net result has been safety fun for the children in her charge . . . plus the multiple personal satisfactions for herself which could not have helped but result when her community returned its recent and appreciative "well done!"

S. M. Brownell Named Federal Commissioner of Education

Dr. Samuel M. Brownell, president of the New Haven, Connecticut, State Teachers College, has been named federal commissioner of education.

Dr. Brownell was appointed to his post by President Eisenhower on October 14. He succeeds the late Dr. Lee M. Thurston, who passed away recently after only a few months in office.

The brother of Attorney General Herbert Brownell, Jr., Dr. Brownell is 53. He received an A.B. degree from the University of Nebraska in 1921; an A.M. degree from Yale University in 1924; and his doctorate from Yale in 1926.

The new commissioner has been a principal of the demonstration high school of state teachers college at Peru; assistant professor of education in the New York State College for Teachers, Albany; superintendent of schools of Grosse Pointe, Michigan; visiting professor of educational administration at Yale; and professor of educational administration at the Yale graduate school since 1938. He has been president of the New Haven State Teachers College since 1947.

Brownell is a life member of the National Education association, in which he is a member of the executive committee on the division of higher education.

?

?

?

?

?

?

?

WHO

Teaches Safety?

... an outline for action

by Pearl P. Chouffet

Chairman, Safety Education Committee
East Longmeadow, Mass., Schools

THE answer to the question at the top of this page is that every school staff member should teach safety. But in the four years I have been associated closely with safety education in my home town, I have learned that it helps greatly if the safety effort is unified, organized, and the areas of operation are defined.

Now, what I have learned applies to towns of 5000 or less. It may be, however, that it will apply to your community as well.

What follows is an outline of responsibility ... the outline we have evolved as that best suited to action for continuous safety education throughout our school system or, as we in Massachusetts say, "our school department." It begins with the teacher. But it goes on from there to define responsibilities for others in the system as well.

Our primary contention is that it is the teacher who must be at the base of the safety education structure. He ... or she ... is the one who is going to impart safety ideas to our young people. And he or she will teach safety, first, as it applies to an individual class or subject. But he will teach it as well in the general fashion prescribed by the school safety representative.

Who is the safety representative? He is the second most important person in this outline for action. He is a member of the individual school staff, whose particular business it is to arrange for and present special school safety programs, to direct school safety patrol procedure, to handle school safety publicity ... and to distribute in that school the material received from the school system safety coordinator.

If all members of a school staff are teaching

safety, is there anything left to be done by a safety coordinator in the school system? There definitely is. This individual ... who should have both supervisory status and administrative power ... should:

- ▶ act as a coordinator between school safety organizations and civic clubs ...
- ▶ work in cooperation with county and state and national safety education agencies ...
- ▶ work most closely with local police and fire departments ...
- ▶ hold meetings of the school representatives and principals on a planned ... not hit-or-miss ... schedule, to discuss "safety emphasis spots." ...
- ▶ arrange special programs and assemblies for system-wide presentation ...
- ▶ direct safety publicity at the system level ...
- ▶ issue bi-monthly bulletins to school representatives, bringing to the attention of all the general, seasonal hazards as well as topics to be covered during the two-month period ...
- ▶ issue special fliers as particular type accidents occur or as emergencies demand ...
- ▶ be centrally responsible for an effective safety education program for the school system.

Especially in towns of small size, I feel that the school system safety coordinator should also make a special effort to coordinate community-wide safety campaigns with those of adjacent towns. Simultaneous, concerted attention to major hazards in related communities will reinforce the safety lesson taught in each one ... and will thus, in my opinion, bring a greater degree of safety, more quickly, than would individual, isolated programs.

Now We Can Teach Judgment

Oak Park-River Forest High School is first in nation to purchase and install the Drivotrainer. How it will operate for complete driver education, and how the device will fit into the overall course, is described here.



In *Safety Education* for September Maxwell Halsey examined driver education courses, questioned how one might find new ways to increase results from instruction for safety on the highways. This month we bring you the viewpoint of an Illinois educator who believes his school has found a way to teach driver education students judgment along with manipulative skills. . . . The Editor.

By Eugene Youngert

Superintendent

Oak Park-River Forest, Illinois, High School



At left: the driver education classroom in the Brooklyn High School of Automotive Trades, New York, showing the new driving training device in action. Above: one student reacts to a situation on the screen ahead of him; his reactions, electronically recorded, show whether or not he is driving correctly. The top picture portrays one of many driving situations calling for emergency action in the 22 films especially produced for instruction with this new driving training device.

AS YOU read this, workmen are busy in the driver education classroom of the Oak Park-River Forest, Illinois, High School. Under direction of the manufacturer, these men are installing 15 Aetna Drivotrainers . . . one of the three types of driver training devices displayed at the recent National Safety Congress in Chicago.

When these workmen have completed their task, our school will have become the first in the United States to have purchased and installed this new device for behind-the-wheel training in the classroom.

Why have we purchased the Aetna Drivotrainer? The answer to that question is as simple as this:

We have had a driver education program at our high school for some years. It was, we thought, as good a course as we could make it. Nevertheless, it was largely typical . . . so much time spent in the classroom, so much time actually behind-the-wheel with the instructor . . . but always with several other students in the car impatiently awaiting their turns.

During the years that this course was developing . . . and knowing that reasons for accidents are more likely to rest in the judgment than in the manipulative field . . . we became increasingly concerned about a way to teach judgment to our high school driver ed students. Certain driving conditions, we felt, must be a part of teaching, if our young people were to learn how to handle automobiles, especially in accident-provoking emergency situations. At the same time we realized that we could not and must not simulate those driving conditions on the public highways.

For some years I have been following researches by the Aetna Casualty and Surety Company in the field of driver education, and I was pleased when I heard that the Aetna Drivotrainer had been installed by them for experimental purposes in the Brooklyn High School of Automotive Trades. A trip to New York to see the device in action convinced me and our driver education instructor. At last we had found what we had been searching for. As a result, when our school term of the 53-54 year gets underway in the next few weeks, our roomful of Drivotrainers will be in action. *And we will at long last be effectively teaching judgment to our high school driver education students at the same time that we teach the manipulative skills.*

Specifically, at Oak Park-River Forest, beginning with our second term, our driver edu-

At the 41st National Safety
Congress delegates saw
demonstrated the Drivotrainer
and the AAA Auto Trainer.

cation courses will be divided into five separate phases:

First, we will teach laws, signs, and general rules as part of our classroom approach and with laboratory equipment we will explore with the students the physical skills needed for the application of good judgment.

Second, we will use the Drivotrainer to drill students to react automatically and correctly in meeting highway emergencies. In the 15 cars now being installed in our classroom . . . much like regular cars from the driving compartment to the front bumper . . . students will find all controls that they would be confronted with in the ordinary gear shift car. The only difference between these and the real thing will be that the gear shifts will be made of rubber instead of steel, so that they cannot be "stripped" by the students (and thus cannot be worn out so quickly in constant use.) Also, instead of a motor, the Drivotrainer cars will house under their hoods a complex nest of electro-mechanical devices engineered to duplicate in realistic fashion the operation of the controls on real automobiles.

Behind these 15 driving units, come October, will stand an instructor's desk, completely equipped to allow the instructor to throw on the projection screen in front of the students movies especially and exclusively produced for Drivotrainer purposes. Also on the instructor's desk will be an instrument with a tape which can be "keyed in" electronically to any student and to any series of mechanical operations involved.

During the weeks of the course the instructor will show 22 films from his projection desk. Together, these films graphically and dramatically portray more than 1000 judgment driving situations. For example, in one case the student in his Drivotrainer seat will be riding along behind a high school girl in a convertible (who is on the screen). Via the movie, this situation will develop: The girl will see a friend across the street. Without warning, she will pull up, stop her car and get out on the driver's side to greet her friend. Then she will look out of the



Teen-agers try out the Drivotrainer at the Congress. In the driver's seat: Sharon Nelson of Racine, Wisconsin. Around her, left to right: Elaine Stein, Melrose Park, Illinois; Curt Lovellette, Bellwood, Illinois; Don Blasky, and Ed Trage, Forest Park, Illinois; Mrs. Wm. Kindig, Evanston, Illinois; Mrs. A. A. Walldin, State Safety Chairman, ICPT; and Leslie Silvernale, Incoming General Chairman, Driver Education Section, NSC.

screen at the student driver (in his Drivotrainer) bearing down on her . . . and freeze in fright.

The student must then react as if in a real situation. He must, in fact, have been "driving" the situation correctly right along. Otherwise the tape on his instructor's desk will record an accident, in that it will show that the student had not been traveling the screen road far enough behind the girl's car, and under the proper conditions, to be able to bring his car to a safe stop in this emergency.

In all, these films cover starting and stopping techniques, steering on curves and winding roads, turning corners and following the car ahead, signaling, and the recognition and observance of traffic signs and road signs. More complex situations are covered in later films . . . turning around, driving on hills, diagonal and parallel parking, driving in city traffic, backing and passing. Most of the films run six or seven minutes. But they add up to a running time of 2½ hours and comprise approximately a mile of 16 mm. film. And the final film is a grueling 25 minute road test.

After any film has been shown, the teacher pulls the tape and holds class discussion of the individual errors recorded. Discussion will be participated in not only by the 15 students in the Drivotrainer seats, but also by other students in the class who will have watched from "clinical benches" in the back of the room. Later these students will trade places with the first



Before the same interested group meeting on high school driver education October 22, Earl Allgaier of the American Automobile Association, Washington, D. C., points out the features of the Auto Trainer developed by that group. Also explained at the session was the device of the Center for Safety Education, New York University. Brisk discussion of all devices followed the demonstrations and presentations by the three speakers.

group and thus have their opportunity to demonstrate judgment and manipulative skill behind the wheel.

The third portion of our new driver education program will be a contract with the parents of the students in the course. These parents will agree with us to teach their children how to drive the family car after school hours during the same weeks that the students are using the Drivotrainer at school. In order to help them carry out their part of the contract, parents will be shown the Drivotrainer and acquainted with what our course intends to do. Then they will be provided with a "log," on which the school instructor will regularly enter what lesson is to be taught which week, and the parents will add pertinent information as to what occurs during the actual driving time.

We have a particular reason for correlating instruction in the family car with classroom instruction on the Drivotrainer. There are many transmission differences in cars today. These differences cannot all possibly be explained in class, and appropriate practice be given to them. We believe that gear shifting must be taught, and the Drivotrainer is a gear shift device. But many families today own automatic gear shift cars. Moreover, automatic or not, the family car is the one the student is most probably going to drive once he has his license. And there will be some operating differences in all cars, whether because of make, type, or age. This is where the family takes

over during the course, preparing the young people to drive not just any car skillfully, but precisely the car the student is most likely to use immediately.

The fourth section of our course is still in the planning stage. We will probably request local auto dealers to place at our disposal a few cars for gear shifting tests on the road, just about the time of the completion of the school course. Local dealers have always cooperated with us in the past and we expect no problems in carrying forward this portion of the course by the time we are ready for it.

Fifth, and finally, as in the past state department examiners will come to our school for our driver education "graduation exercise." This is the actual examination on which the student gains his driving license, given by the state examiners before he can be considered to have successfully passed our driver education course.

This program can teach as many as 700 students in our school every year, which is now our maximum size eligible group. Our program is voluntary, by preference, because we get a better attitude where this is elective study. The course is designed to be given to the late 15 age group so that when it is over the students can take the test that actually gives them a driver's license. (The license may not be granted in Illinois until age 16.) But the course is elective and can be taken at any time during the four year period. Thus, if the student elects not to take it at age 15½, and if then before he finishes school his family buys a car or he otherwise becomes interested in learning to drive, he can still take the course in the school terms remaining to him.

The cost? Installation of 15 machines cost us \$20,000, but fewer machines may do the job for smaller schools. Oak Park-River Forest High now has 2600 pupils. That's a cost of less than \$10 per student in one student generation. If we spread the cost more widely, as through two generations of use, it comes to less than \$5 per pupil enrolled, and we are confident that the equipment really will last for a very long time.

Experience with the Drivotrainer is still ahead of us. But Brooklyn educators who worked with this device in the experimental course last year claimed that, "This machine teaches what we want to teach." That is the way we also feel about the Drivotrainer. And in time we expect to demonstrate that with it . . . and at last . . . we will be teaching driving judgment to the young people who will be the motorists of tomorrow.

"YOU'RE the principal of a six-year elementary school. So you're lucky as far as school safety goes. No students with hot-rods! No teen-age antics! With only kids of 12 years and under to worry about, your safety problems should be simple."

Remarks like this one are often made to me by uninformed members of our community. Each time I want to answer:

"Oh, yes, my safety problems are simple! As simple as those of a parent with a brood of 30 who is trying to anticipate every eventuality which might befall each youngster. And you might multiply that family group of 30 by as many classes of that size as you will find in our school."

We who are connected with administration and supervision of elementary schools with a general age range from six to 12 years contend that our safety mission is extensive, developmental, and increasingly important. In conjunction with the home we provide the basic training in safety. For a well done job of safety education in elementary schools sets the stage for a safety consciousness which is to endure through the years.

Our safety program begins before the child arrives at school for first grade. Its provisions increase in scope, in complexity and in sequential activities until that child moves on to secondary school. For example . . .

We work with parents through questionnaires on fire and home safety, safety radio programs, P.T.A. study programs, and with the Medford Safety Council. A good example of the co-operation involved in these projects is the case of a new street light for a busy intersection near our school.

In this case the safety chairman of our P.T.A. met with the city councilmen, the mayor, members of the city police and other interested persons . . . as well as with members of our school administration . . . to determine exactly what was needed in traffic control at this intersection. The resulting lights now make that crossing a safer place for our children.

Once the child is in school he is part of a five-way safety program. In order, our school safety program covers these aspects: ground safety, fire safety, building safety, safety patrol, and records.

Ground safety has long been a concern of administrators. With 600 children, it could be a real problem for us. But staggered recesses with adequate supervision at all times, plus proper instruction and frequent inspection, has

Safety Education for December, 1953 • 14

It's Elementary *but not simple*

By **John W. Childers**
*Principal
Roosevelt Elementary School
Medford, Oregon*



A well done job of safety education in elementary schools sets the stage for safety consciousness throughout life. This is how such a job is being accomplished for youngsters in one Oregon community.

proved a successful answer.

The instruction is actually a planned period on the grounds, with a teacher in charge. This routine check on equipment shows the children

the proper way to play. The instructional aid is repeated frequently, perhaps once a month in the first three grades and every second month in the next three grades.

Ground supervisors check all equipment once a day. Once a week I make it a point to personally check all equipment and potential hazards. Regular maintenance of the equipment, such as greasing and oiling, is done by our custodian.

Fire Safety is one phase of our program where we can be very positive in action. We have a minimum of one drill a month and at the beginning of the school term we walk the children through enough drills so that they memorize the various routes. In addition to the drills, we have required fire fighting equipment and water barrels with sand and buckets. These are placed in strategic places, i.e., on the roofs, halls, and the like. The fire marshal and fire chief make regular visits to our school. They

The light says "wait" and the safety patrol on the corner near Roosevelt Elementary School in Medford, Oregon, sees that the younger children obey safety rules.



inspect, check and instruct us on fire safety.

Building safety has a definite place in our school safety program. We have a right hand rule with no running in the halls. We also have a noon activity movie setup for inclement weather. On days no movie is scheduled we stagger the use of the gym by grade instead, while those both off the gym schedule and not able to go out have room play. Teachers are on duty in halls at all recesses and free periods. And in the lunch program, as in all our endeavors, we try to practice and promote safety.

Our safety patrol is made up of 15 students; however only one is on duty at a time. It is the job of the patrol members to stand on the curb, not in the street, and to act in an advisory capacity only. They are at the busy intersection to make sure that other pupils watch the lights and obey them. Should there be a violation it is reported immediately and a positive effort is made to locate the driver or pedestrian and have a chat. When our children have been in error, we start out with a man-to-man talk explaining hazards. Subsequent violations call for sterner measures.

At the beginning of each school year first grade teachers take their classes to the nearest street lights and practice crossing with the lights. This gives the children actual life experiences which we feel are invaluable to them . . . and helpful in reducing the responsibilities of the school patrol boy on the corner.

Rewards for our patrol include a once-a-year dinner sponsored by the local safety council, plus several free movies at local theatres during the year. While on duty they wear the official patrol uniform . . . raincoat, hat, Sam Browne belt and the like . . . and they carry identification cards. These cards are their passes to the movies later on.

Records should play a large part in any safety program. We keep several different sets. First, we have an accident spot map. This is a replica of the entire school plant. Each time there is an accident requiring a doctor's attention, we make an X on the spot map at the exact location of the accident. At the same time we enter the student's name and grade and type of accident in a log book which accompanies the map. By showing us exactly where trouble spots have been, this map has cut our accidents by a great percentage.

Complete data on all cases requiring first aid treatment is recorded in another log. Fire drills and equipment checks are entered in still another (and prove of help to the fire marshal during his visits). This year our school is using National Safety Council Standard Student Accident Reporting. We anticipate a much better understanding of our student accident picture will result.

With the system outlined, and with safety stressed in all courses of study, we have been proud to receive National School Safety Honor Roll rating for three consecutive years. Needless to say, we are working to qualify again in 1953-54 . . . by constantly improving a safety program which has already been classified as "well-rounded" for the community we serve.

Teaching Safety Day by Day

If someone asked: "What are you teaching in safety?", you might have to think a moment before replying. But with a little reflection you will find, regardless of your subject area, you are teaching safety day by day.

By Vivian Weedon

*Curriculum Consultant
National Safety Council*



No other subject, starting at scratch, has ever won a place in our educational system in such a short space of time.

IT WAS ALBERT W. WHITNEY, the first vice president for schools and colleges of the National Safety Council, who frequently made the above statement about safety. It seems to me that the reason safety education so quickly won its place is that safety education is inherent in today's curriculum.

Approximately twenty-five years ago safety education first began knocking on the doors of the school. At about that time, practical classroom teachers had started to accept certain concepts of learning and tie them into day by day teaching. Let me take a few of these concepts and sketch briefly how safety education fits into each.

The Experience Curriculum or "Learning by Doing" Concept.

If there is one thing about learning we know with assurance it is that people learn not by precept but by their own experiences. If what I say makes sense to you, it means only that you, yourself, as a result of your experience, have come, or are about to come, to the same conclusion. In the old days, we relied on "telling" for most of our education. When philosophers and scientists showed us with more and more conclusive evidence that we had a faulty conception of the learning process, we, with more or less grace, began to change our teaching procedures.

We therefore brought in the "learning by doing" method of teaching. In other words, we developed an environment rich in learning potentials and allowed the learners to teach themselves.

Once this concept was accepted, safety became a necessary part of learning. "Doing" involves hazards. Therefore, if you are going to have activity in the classroom and even more if you are going to make a classroom out of all the community, safety education is essential.

Further, safety fits into the "learning by doing" pattern. One learns to live safely by living safely, which means that the school curriculum must include safe performance of the many ordinary, everyday activities such as: using hammers and saws, crossing streets, going to the store, playing, climbing, running and jumping—which, at just this time, were being woven into the curriculum in answer to other needs.

The "Needs and Interests of the Learner" Concept.

A second belief which was forced on us school teachers by those who were investigating the learning process was that learning was more effective if what was learned was related to the needs and interests of the learner.

An illustration of the adjustment of a school activity to meet a need is to be found in the development of the school safety patrol. A need for such an activity was present all over the country and thoughtful persons everywhere were seeking a solution. Patrols appeared almost simultaneously in several places throughout the country.

Many people say to me that they can understand the "needs" concept as applied to safety education but they cannot understand the "interests" concept because they believe that children are not interested in safety. That may be, but most children agree "it's no fun to have an accident" and children are interested in running, jumping, climbing, skating, bicycling, riding, swimming, boating, hiking and experimenting. It is our task as teachers to channel interest in these activities so that they may be executed safely.

Individuals as a Part of a Group or the "School in Society" Concept.

The old method of education was extremely individualistic. If one pupil helped another he was guilty of a most heinous crime. Paradoxically, in this strictly individualistic setting, it was the group "average" which held the individual iron bound. No child was allowed to learn faster than the "average" and no child was allowed to learn more slowly.

The bars of this prison of unproductivity were broken by two forces: first, the system of instruction which became widely known as the Washburne or Winnetka Individual System; second, the method known as the Group or Socialized Method of Instruction. Happily these are now merged into a new curriculum which respects the uniqueness of the individual, the importance of the group and the relationship of one to the other.

Safetywise, it is apparent that children have both individual and group needs. The individual can contribute to group safety, likewise the group can contribute to individual safety. Perhaps it should be pointed out that accidents are potentially more serious as more people live together. The hermit may accidentally hurt or kill only himself. But as society becomes more centralized, people become more inter-

dependent and safety moves from personal into the moral.

It must be kept in mind, however, that no matter how small the group, each individual has certain specific needs. Safety curriculums on a national basis were long ago discarded with system or school "tailor-made" curriculums taking their place.

It must also be borne in mind that within any classroom there will be small groups of children and even individuals who have unique safety needs. Let me illustrate this. I was born and reared, as a matter of fact, I have lived the major portion of my life, in a Chicago suburb. I thought I knew Chicago reasonably well. Recently I was asked to a friend's home in the city. What was my surprise when I found that her only mode of heat was a coal-fired, pot-bellied stove . . . the kind of stove I always thought existed only alongside the cracker barrel in the country store. I had unwittingly assumed that central heating was standard for Chicago.

Now the safety needs of a person living with a coal-fired, pot-bellied stove are quite different from those of a person living with other types of space heating or with central heating. And if the curriculum is truly to meet the needs and interests of the learners, provision has to be made for uncovering and meeting such needs.

Further, when we move from physical hazards as a base to mental, emotional and physical needs, we find, within a common core, many variations, most of which have a direct bearing on safety education.

The "Parents as Partners" Concept.

When we stopped "pouring" information into the child's mind and started putting emphasis on his behavior, we realized that the school could not stand alone in the educational process. Whereas formerly the parent was more or less unimportant in the teaching process, now he became a working partner.

While this is true in all areas of instruction, it seems, to me at least, to be essential in safety. The school teaches a child to cross at intersections, his father, albeit a father intent on the safety of the child, may teach him to cross in the middle of the block in order to do away with the hazard of turning vehicles. The careless or indifferent father may actually "yank" the child across at most undesirable crossings.

Again, while the school teaches a child to take sufficient time to finish his activity properly and safely, his mother, too often, says "hurry, hurry, hurry."

Cooperative parents need to understand what the school is teaching and why. An attempt must be made to secure the cooperation of other parents if the safety education of the child is to be effective.

The "Reason Rather Than by Rote" Concept.

In the good old days if we teachers could keep one page ahead of the pupils and have them give back what the text book said, we felt we were doing a good job of teaching. Today we place emphasis on learning how to solve problems rather than on memorizing answers.

In the safety field, the importance of being able to solve problems as opposed to having a compendium of answers is apparent if we assume a changing world. For example, the millionth man was recently killed in a traffic accident. For me this fact had great meaning because during the approximate span of my life a million persons have been killed in traffic. In other words, when I was born traffic accidents were a very minor problem.

What accident problem will the child born today have to face fifty years hence? Neither you nor I can answer that question but we can give this child an education which will enable him to meet the new accident problem, to solve it more satisfactorily than our generation is solving the traffic accident problem.

The "School-Community Cooperation" Concept.

It is almost impossible to think of the safety curriculum without thinking of community cooperation. Not only are schools receiving excellent cooperation from police, fire departments and other official and non-official agencies of city and state but schools are also realizing the educative effect of the community is something that they simply cannot counteract in five hours a day, five days a week. Unless the citizens of the community practice, in their daily living, the type of behavior we hope the children will practice, in their daily living, we have little hope of carry over of our teaching. We must become leaders in interpreting principles of safe living to the community as a whole so that we may receive the example backing it can give us.

The six concepts considered here have been selected merely to illustrate that safety education is inherent in today's curriculum.

Safety education is not, therefore, something added on or extraneous to your day by day job. It is not something requested of you by your superintendent or forced on you by your community, but an integral part of every good classroom of today.



S. S. DILLOW SCHOOL of Fort Worth, Texas, has won the Roy Rogers Safety Award for 1953.

Announcement of the award to the Texas School was made late in September by Mr. Rogers after a committee of judges had considered the campaign entries of finalists.

At the same time Mr. Rogers announced that second and third places in the fifth safety program for elementary schools had been awarded to: Du Pont School, Old Hickory, Tennessee, and Copernicus Junior High School, Hamtramck, Michigan.

Honorable mention was awarded to Balboa Elementary School, Glendale, California; Auburndale School, Coral Ridge, Kentucky; W. F. Halloran School, Elizabeth, New Jersey; Brighton Schools, District No. 1, Rochester, New York; St. Catherine School, Toledo, Ohio; and Pine Valley School, Jefferson Junior High School, and Willow Brook School, all of Oak Ridge, Tennessee.

According to usual custom the second and third place trophies have already gone to the winners. The first place trophy will be delivered in person to the Fort Worth school by Mr. Rogers and his wife and co-star, Dale Evans, as soon as it is possible for them to visit the southern city.

Dillow School becomes the fifth in the nation to receive first award in the program initiated by Mr. Rogers in 1949. Previous winners were: 1949, John M. Patterson School, Phila-

1953 Rogers Awards Announced



Above left: Roy Rogers looks over one of the entries in the 1953 annual Rogers safety awards program. In the background, same picture: Mrs. Max Goodman, safety chairman of the Los Angeles 10th District PTA. Immediately above, left to right: Mrs. Goodman; Edward Arnold; Gale Storm; Pat O'Brien; Dale Evans; Dr. Wayne Hughes, Director, School and College Division, NSC; Barbara Britton; Mr. Rogers.

delphia; 1950, Balboa School, Glendale, California; 1951, Britton School, Oklahoma City, Oklahoma; and 1952, Twin Lakes School, Tampa, Florida.

Begun to encourage improvement of safety education in the elementary schools of the nation, the annual Rogers safety awards program encourages all schools to submit a record of annual safety activities. Last year more than 9000 schools participated. Entries were initially judged on a basis of overall creative excellence. Finalists were then invited to submit campaign books summarizing all safety activities to the judging committee. These books were gone over this summer by 95 teachers taking summer courses at the University of Southern California and their recommendations passed on to the permanent judging committee.

Final judging of the 1953 program was completed September 9 by Mr. and Mrs. Rogers and the following committee: Dr. Francis Bacon, Professor of Education, UCLA, chairman; Edward Arnold, Barbara Britton, George Murphy, Pat O'Brien, Gale Storm, all of screen,

stage or television fame; Mrs. Clinton Dickison, State Safety Chairman of the California P.T.A.; Mrs. Max Goodman, District Safety Chairman, P.T.A.; Cecil Zaun, Supervisor of Safety, Los Angeles Schools; L. W. Van Aken, President, Los Angeles Chapter, National Safety Council; and Wayne P. Hughes, Director, School and College Division, National Safety Council.

As the results of their deliberations were announced, plans were already under way to make the next annual Rogers Awards Program even more meaningful to the nation's elementary schools. Currently in formation is a national advisory committee of elementary school teachers and administrators. This advisory committee will meet once annually at the National Safety Congress, to review the Rogers program of the previous year and to make recommendations for the following year. One member of this committee will also be a member of a local advisory committee in Los Angeles. He will act as liaison between the two committees, in a continuing effort to expand and better the benefits of the annual safety campaign.

Boys and Girls Together?

Another Safety Education monthly forum-in-print

The question: Do you use girls as well as boys for outdoor safety patrols? If so, what has been your experience with regard to their effectiveness and ability to serve equally as well as boys under all climate conditions?



GORDON C. GRAHAM
Supervisor
Safety Education Department
Detroit Public Schools
Detroit, Michigan

The answers proved varied . . . even within a city school system . . .

We have had girls on our school safety patrols for a few years. They had their origin in a "boy shortage" that developed in some schools during the war. A cross-section of opinions from principals of several schools using girls for this purpose reads like this:

▶ "The girls on our patrol do a very fine job. They enjoy their work, are very conscientious about their duties (on the playground) and this duty does not impair their health or interfere with their attendance at school. We believe they could be placed on duty at street corners and would function as well as the boys."

. . . *Pierce School*

▶ "We have found that patrol girls equal boys in every respect and surpass them in some. They appear to foster better public relations than do some boys. They settle many of their own problems and appear more businesslike. They are most punctual."

. . . *Hancock School*

▶ "Our safety patrols are divided into two squads, one each of girls and boys. Having the girls gives us an augmented number of older children available for service. When boys are participating in sports (as in June) the girls take their places entirely. We find the girls as reliable as the boys regardless of weather conditions or circumstances. There are fewer inci-

dents of difficulty between girls on duty and the general student body than is true with patrol boys. And there is a spirit of friendly rivalry between the two groups which is beneficial to morale of the patrol."

. . . *McKinstry School*

▶ "The girls who serve on our patrol are just as efficient in their work, are just as dependable, use good judgment, and are just as well able to withstand the winter weather as the boys who are on the patrol."

. . . *Kennedy School*

▶ "We feel that, whenever possible, an all-boy patrol is better than one with both boys and girls. Our reasons: Boys are stronger and seem less timid on duty on busy streets. Girls seem more susceptible to teasing and petty annoyances than boys. With an all-boy patrol the teacher can build up pride and group morale, whereas the boys' egos are deflated when girls are asked to join the group. And group activities used as reward or stimulus can be organized more easily with an all-boy patrol."

. . . *Thomas School*

▶ "Girls have been serving on our safety patrol for about eight years. We began with two on a corner where kindergarten children crossed the street. That worked so well, we gradually increased the number until now about a third of the patrol consists of girls. For the first time we are now trying a girl as a lieutenant. So far everything seems to be going well."

. . . *Stephens School*

JOHN A. JOHNSON

*Associate Director
Health and Physical Education
Des Moines, Iowa, Public Schools*

We have a limited number of girls on the safety patrols. The girls we have used have been just as effective as the boys and have been able to serve under all weather conditions. In those instances where girls are used, a more careful selection is necessary than in the case of boys. We use only 6th grade girls who are mature enough to perform this duty. We also try to station the girls on street corners where the smaller children cross.

Actually, we are assigning an increasing number of girls to patrol duty. Some of our larger elementary schools have about as many girl patrols as they do boys and they report that they can see no difference in their effectiveness or ability to serve at any time.

JAMES G. HENERY

*Principal
Westgate Elementary School
Columbus 4, Ohio*



"Do you have girls or boys on your school safety patrol?" This was one of the first questions that a new 5th grade student asked me as he registered. It was an easy question to answer: "We have both, and they are doing a fine job."

Last year, when the safety patrol for our school was organized, several girls seemed interested in becoming members. After some discussion with our school safety club, the girls were officially installed. Regardless of weather, assignments, or other interests, the girls proved equally constant in their duties. Looking back over the program, we are sure that the sharing of responsibility resulted in an alert, competent safety patrol, and a wholesome working relationship between boys and girls.





JEAN McCUTCHEON

*Safety Coordinator
Lucy Flower Technical High School
Chicago, Illinois*

Ours is an all girl school and we have a safety patrol of 24 girls to protect our student body. Half of the group does after-school service on four corners where students, returning home, get buses and street-cars.

This group works only at the four busiest corners: two at Lake Street and Central Park; two at Homan and Fulton Boulevard. At Lake and Central Park, students board street-cars going east and west. Safety zones for boarding the cars are in the middle of the street. Students going east must cross the street. A policeman is on this corner; cars and trucks pass both sides of the safety zones. At Homan and Fulton (a four-way stop) the bus stops at the curb. Students going north must cross the street. Car drivers do not always see or heed stop signs; there is no policeman on this corner.

The patrol members do not aid the girls in crossing. They control the large groups within the safety zones. At each safety zone the students line up in two's so that they do not flow out into the street. When the street-car or bus arrives, the safety patrol captain signals where the bus or car is to stop. Then students board the bus or car in order. Thus no one is pushed in front of the vehicles; no one is hurt by standing on street-car tracks or in the street while looking or waiting for the cars; and no one is pushed backward in front of cars and trucks.

All girls on the safety patrol are volunteer upper class girls, except for two substitutes. After the first week of service, girls who fail to maintain their responsibilities are replaced by others. But throughout the year the group members have proved faithful, effective, and efficient.

CATHERINE JENSEN

*Principal, Hawthorne School
Elmhurst, Illinois*

Our school does not use girls on its safety patrols chiefly for two reasons: We have enough boys to do the job and the girls serve as hall monitors, on the hospitality committee, and as book store attendants.



R. H. MCKAY

*Assistant Superintendent
Dallas Independent School District
Dallas, Texas*

Our school district does not use girls for outdoor safety patrols. The indoor safety-patrol duties are handled by the girls. In the past we have instituted girl safety patrols for outside work on a trial basis and it did not prove satisfactory. Using girls on the inside and boys on the outside has worked very satisfactorily.



STANLEY W. MCKEE

*Principal
Lincoln School
Highland Park, Illinois*

Girl patrol members are as effective as boys. They are extremely reliable and quite capable of exercising good judgment in handling safety activities. In many respects they are more mature than the boys. I am inclined to feel that girls can meet climate differences as well as boys.

Do you have a school safety subject you would like to see discussed on these pages? Send it, in question form, to this magazine without delay. If your question is used, your picture will appear with the question in the same issue of the magazine which carries the forum answers. Simply address your question to: The Editor, Safety Education Magazine, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois.

Two Teaching Tools

for safety education in the school shop

From **Harold T. Glenn**
Long Beach, California

UNLESS a specific, workable plan is formulated on a high administrative level and specialized teaching tools developed for each shop area, safety is soon relegated to the background . . . owing to the constant pressures of the crowded curriculum and to the myriad extra-curricular tasks which all shop teachers are so frequently called upon to do.

One of the most widely used safety teaching tools in the school shop at present is the sheet of safety rules with a statement at the end, the signing of which indicates that the student has received the proper safety instruction. Effectiveness of this technique varies widely depending on the skill of the teacher and the receptiveness of the student.

To encourage active participation, we feel it is highly desirable to have the student read, write and discuss each safety rule. To this end, the following samples of safety statements were mimeographed, providing space for each student to write in the reason why each statement is true.

SAFETY TEST

Instructions: After each statement write, in as few words as possible, why each statement is true. If you do not know, or are not sure, place a check mark in the parenthesis which follows that statement. Statements not understood will be given special group consideration by the instructor, to be sure that everyone understands safety rules of the shop. As statements are discussed and explained to the group, fill in the blank spaces and cor-



Out of the woodshop there should come new ability, finished products, a sense of achievement . . . and safety lessons learned for now and for life.

rect wrong answers so that you have a record of the safety rules.

Why are the following statements true?

1. It is dangerous to wear loose clothing around rotating machinery. ()
2. Under no circumstances shall any power machines be used without specific permission from the teacher, and then only when the student has been given instruction by the teacher in the operation of the machine. ()
3. Any individual who is a party to "horse play" or scuffling in the shop is jeopardizing the lives of other people and is morally and legally to blame for any accident brought about in this manner. ()
4. While working with keen-edged tools your hand must be behind the cutting edge. ()
5. Goggles should always be worn when using the grinder. ()
6. Cuts, bruises, or burns must receive medical attention, no matter how slight. ()

Effectiveness of this technique is dependent upon class discussion which follows. The sheet of safety statements is only to stimulate student thinking so that all are prepared for the discussion which follows. In any given class there will always be a few checks on almost every statement. By calling on one of the students who does not have his hand raised (and who does understand), the teacher starts discussion rolling.

Only enough material should be given to occupy half of the period, as the rest of the

fire facts

Fire prevention week may be past, but material which came across our desk during that week is helpful information for all-year-round. You might pass it on to your P.T.A. safety chairman, who, in turn, can pass it on to parents with smaller children at home:

How do you teach a little child about fire? When do you start? Between the ages of one and six, a child must be transformed from a wholly dependent infant, fully protected from the danger of fire, to a safely independent school child.

Parents are not lacking in general fire protection and fire-control knowledge, according to the Institute for Safe Living of the American Mutual Liability Insurance Company. But the appalling number of maimed, scarred and fatally burned children could be drastically reduced if parents realized the importance of beginning fire education early, the Institute says.

Basic things to remember in teaching the one to six year old child about the nature and control of fire are these:

► Try to instill caution rather than fear into your child. Don't snatch a creeping baby away from an open fireplace with a horrified shriek. Remove him from danger calmly and tell him fire is hot and will burn.

► Don't underestimate the value of pain as a teacher. When a toddler's fingers are burned, don't give him an overdose of misplaced affection. Point out his lesson in terms of cause and effect. The lesson is lost if the child sees in the accident an opportunity to gain affection.

► Don't make a moral issue of fire education. Never accuse a child curious about fire of being naughty. Teach him that fire is to be used, not played with.

time is needed for class discussion to emphasize certain facts, tie up loose ends and correct false impressions. Tests should be spaced about one month apart, to maintain interest and re-emphasize the subject.

Still another method of presenting the material is to phrase the statement and question in such a way that the answer is obvious. For example:

1. What is likely to be the result if your necktie, sleeve, or other part of a loose garment becomes entangled in moving parts of a machine?
2. Certain power machine setups are dangerous because they bring your hands too close to rotating blades, or your hands may slip into rotating knives due to shape or size of the piece of wood. Why is it good practice to obtain your instructor's permission before running a piece of work through a power machine?
3. Scuffling and horseplay does distract your attention and you are liable to run into a machine operator, causing him to have an accident. Who is to blame for such an accident?
4. What is likely to happen if your chisel should slip while holding a piece of work with your hand in front of its cutting edge?
5. A grinding wheel is composed of a sharp cutting agent called carborundum. What is likely to happen if you should get a piece of this sharp material in your eye? How can you protect your eyes from this danger? Why is it important not to rub your eyelids should you get a piece of carborundum in your eye?
6. Infection can result if germs enter a wound in your skin. This can result in loss of limb. Why is it so important to receive first aid for each cut, bruise, or burn, however slight?

This second technique lends itself to the self-administered type of worksheet . . . ideally suited to taking care of late entrants.



"There's our speaker on safe driving now. I was afraid he was going to be late."

"The Fundamental Principles of Driving," by H. James Tysor, recently published, is reviewed here by Bert Woodcock, Director of Safety Education, Iowa State Teachers College.

* * *

My first impression as I read "The Fundamental Principles of Driving" by James Tysor was that it was written in the language of the teen-age driver, for the teen-age driver. It is, without doubt, very concise and readable.

Mr. Tysor has covered the classroom phase of driver education in an excellent manner, stressing attitudes and personality development above skills. Steps in driving a motor car are buried in the last chapter of the book. This gives one the impression that the author is sure his readers are nearly always aware of the mechanical features of driving . . . therefore these things, thinks Tysor, should be of lesser importance when teaching high school pupils to drive.

The majority of the chapters are devoted to some phase of attitude development of the teen-age driver. There is a good collection of interesting stories to illustrate points. In fact, the stories follow one another with such rapidity that at times one feels he is reading a book of short stories rather than a textbook.

Homey illustrations used by many in safety talks have been assembled to impress the student further with the need for caution behind the wheel of a car. Take the paragraph: "A student may make a mistake in getting the right answer to a mathematical equation and the result will perhaps be only a bad grade. But let him make the mistake of overdriving the lights of his car or cutting a corner with too much speed, and the result could easily be fatal." Such statements serve to emphasize how Tysor has put in writing the important facts all drivers should know if they are to avoid difficulties on the road.

The chapters are refreshingly youthful; the author knows the thinking and actions of the teen-ager to whom he is talking. Evidently he has written his thought-provoking chapters not only with the teen-ager in mind but also with

the ability to talk the teen-age language without sounding like a disciplinarian. Positive, emphatic statements hold the reader's interest. Recognizing such modern games as "Chicken" and others, the author places the blame on a small minority of unrestrained young drivers, and gives the majority of the teen-agers credit for having the good sense to do the right thing. Pointing out the responsibility of the few to influence the many, he offers a direct challenge to every teen-age driver.

Discussing the code effectively has always been a problem for driver education instructors. At best it is not an interesting subject, but this author covers the code with the same ease with which he discusses good driving practices. What you should do, not what you should not do, dominates his writing.

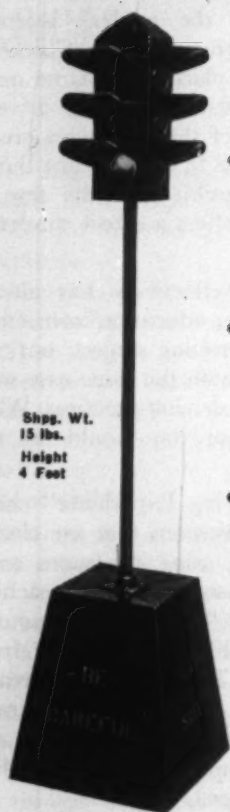
In the "Practice Driving Experience" chapter, Tysor has used expressions that are clearly understandable without using the more technical terms so often associated with teaching skills. Such terms as "revving the motor," "check rides" and the like are definitely from a teen-age vocabulary. Throughout the greater part of the text, in fact, one finds such phrases as "peeling off one at a time," "flying pass," and others that seem to combine modern reading with technical knowledge.

Not too much emphasis is placed upon testing devices as such. Rather the impression is given that safety and good driving practices are fundamental and devices are secondary. Traffic controls and conditions come in for the same type treatment that sound driving practices receive.

At the beginning of many chapters are found "thought provokers," while at the end of many chapters there are "check tests" and "suggestions for classroom discussion." Also, many items not covered in the average classroom are treated in this text. Consumer buying, where to place packages in the car to be less tempting to burglars, proper cleaning and care of the car are just a few samples of the variety of topics compiled.

Most important, "The Fundamental Principles of Driving" is a matter-of-fact, down-to-

MAKE SAFETY TEACHING EASIER with the NEW TRAFFIC LIGHT INSTRUCTOR



Shpg. Wt.
15 lbs.
Height
4 Feet

- Duplicates actual stop-and-go lighting cycles.
- Brings safety lessons to life for more effective instruction.
- Has sturdy, yet light-in-weight construction for easy handling and long service life.

MODEL 12GA
\$33.00
F.O.B. Takoma
Park, Md.

NOW YOU CAN duplicate true traffic situations right in the classroom! The new Traffic Light Instructor which is manual in operation, duplicates the actual lighting cycle of real traffic signals. Just 4 feet high, the Instructor Light is ideal for elementary schools, high school and driver training schools. It's all-metal constructed, with shatter-proof plastic lenses. Operates on any 110 volt A.C. outlet. No special wiring needed—just plug it in. Comes complete and fully assembled. Models available to fit all local lighting sequences. Place your order NOW!

Prices and full details available on request. Write the address below.

NEW TEACHING MANUAL for traffic safety instruction. One copy free to qualified personnel. A practical 16-page guidebook on safety teaching. Prepared by a national teaching authority. Write on your official letterhead.

SCHOOL SAFETY LIGHT CORP.

214 Schofield Bldg.

Cleveland 15, Ohio

earth, and sound treatment of a subject most important at this time. Today the reputation of all teen-agers is threatened by a few undisciplined youths who have abused the privilege of driving. The facts pointed up by this author show all of us that we can, if we want to, change the dark picture of tragedy upon our streets and highways into a picture of progress, pleasure, and security. No group in our educational system can do more toward bringing a brighter future to our next generation than the driver education instructors. Certainly James Tysor has made a definite contribution to our schools and society.

The first quarterly Supplement to the *National Directory of Safety Films* is now available. Containing over 50 films not shown in the annual edition and corrections for some 40 others previously listed, single copies will be sent free of charge. Write the National Safety Council, 425 N. Michigan Ave., Chicago 11, Ill.

CURRENT SAFETY FILMS

General

Lost Hunter (16mm sound motion) black & white or color. 22 minutes. Production date, 1953. Tells story of hunter who becomes lost. Film shows specific do's and don'ts to follow if lost in woods or unfamiliar country. Particularly suitable for high school students. Source: Film Originals, P. O. Box 4072, Boise, Idaho. Availability basis: preview, purchase.

Traffic

Your Police (16mm sound motion) black & white. 15 minutes. Production date, 1953. TV/o.k. Although primarily made to create public awareness of police activities, some traffic safety pointers are shown. Includes reasons for traffic signs and signals, instructions on pedestrian safety. Source: Riviera Productions, 1713 Via El Prado, Redondo Beach, Calif. Availability basis: purchase.

For information on safety films, write Robert Powell, Membership Service Bureau, or Nancy Blitzen, Film Consultant, National Safety Council.

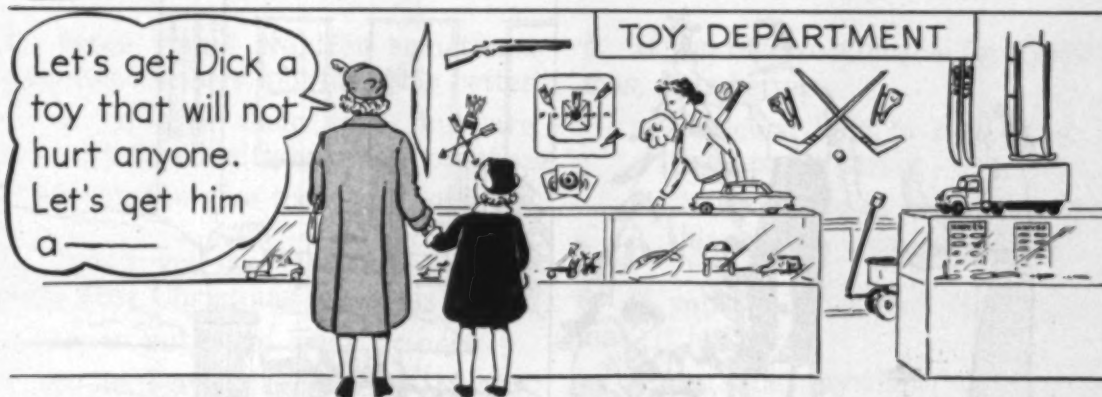
Lower Elementary SAFETY LESSON UNIT

December • 1953



Sketch S-9947-A

Christmas Shopping



Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Roland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

A Safe Christmas Tree

TREES FOR SALE



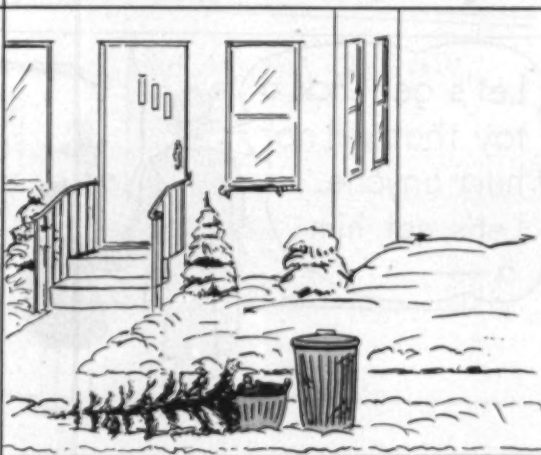
How can your father get the Christmas tree home safely?



How can father know the tree lights are safe?



How can your father trim a high tree safely?
Why does water make the tree safer?



A dry tree makes a dangerous fire.
What should be done with the tree after Christmas?

Some Things To Do:

Make a booklet of Christmas Safety Rules to take home.

Make a picture book of safe Christmas gifts.

Make Christmas cards which tell about Christmas safety.

Upper Elementary

SAFETY LESSON UNIT

December • 1953



Sketch S-9947-A

Christmas Toys

Underline the better thing to do

1. For very young children, it is better
 - a. to give them very small play-things, like marbles
 - b. to give them larger play-things, like a large rubber ball.
2. Since young children sometimes put toys in their mouths, it is better
 - a. to give them toys that are colored with harmless paint
 - b. not to give them any toys.
3. When you are through playing with your Christmas toys, it is better
 - a. to put them away at once
 - b. to leave them neatly on the floor so they will be ready for you the next time you want to play.
4. If you receive a tool kit for Christmas, it is better
 - a. to have someone show you how to use the tools
 - b. to see how many different ways to use the tools you can find out for yourself.
5. If you receive a bicycle for Christmas, it is better
 - a. to learn how to ride it on a well-paved street
 - b. to learn how to ride it in some place away from the street
6. If you receive a sled for Christmas, it is better
 - a. to slide anywhere that other children are sliding
 - b. to slide only in a place that is safe from cars.

Some Things To Do

1. Play that several children in the class are shopping for Christmas presents. Have them choose safe gifts for each member of the family.
2. After Christmas each child might bring to school one of the gifts he received and explain safe and unsafe ways to use it.
3. The class might write a letter to parents about Christmas tree safety.

Answers: 1-b; 2-a; 3-a; 4-a; 5-b; 6-b.

Prepared by Ledia R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan, and Reland Silvernale, elementary school teacher. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

If the answer to the question is yes, draw a ring around the letter under YES. If the answer is no, draw a ring around the letter under NO. The correct letters will spell words that make a sentence. Write the sentence at the bottom of the page.

	YES	NO
1. Should a Christmas tree be in a firm holder?	B	T
2. Is it dangerous to have water in the Christmas tree holder?	H	E
3. Should a Christmas tree be placed near a fireplace or stove?	E	S
4. Is it dangerous to leave the Christmas tree lights on when no one is in the house?	A	T
5. Should a Christmas tree be kept in the house a long time?	O	F
6. Are all electric tree lights safe?	G	E
7. Is it always dangerous to use candles on a Christmas tree?	O	R
8. Might a paper or cotton decoration catch fire if it touches a tree light?	N	S
9. Should you burn your Christmas tree when you are through with it?	T	C
10. Is it wise to have a Christmas tree hauled to the dump when you are through with it?	H	L
11. Is it a good idea to use a step ladder when decorating a tall Christmas tree?	R	B
12. Is it dangerous to have a great many strings of tree lights on one outlet?	I	X
13. Should you keep to the left when the sidewalk is crowded with Christmas shoppers?	A	S
14. Should you run in the toy department of a store?	N	T
15. Might large packages in your arms make it hard for you to see?	M	B
16. Should you hold on to a seat handle or rail if you must stand in a street car or bus?	A	F
17. Should you put your bundles in the aisle of the bus or street car?	H	S

(Answer—Be Safe on Christmas)

Junior High School

SAFETY LESSON UNIT

December • 1953



Sketch No. S-9948-A

Home Safety

What Are Your Chances for a Merry Christmas and a Safe New Year?

Have you ever done any of the foolish things listed below? If you have, you're lucky you were not injured . . . don't push your luck at Christmas or any other season.



1. Gone downstairs in the darkness.
2. Put your tools in a haphazard fashion on a high shelf.
3. Ducked under the shower without first testing it.
4. Stored your old newspapers and tissue-wrapped presents in the attic.
5. Done a circus balancing act when you hung a picture.



6. Used a knife to open a tin can.
7. Put bread and meat knives in the same drawer with the silverware.
8. Stacked canned goods in an insecure manner on the pantry shelf.
9. Used a four-way plug in the wall socket.
10. Left the bath soap on the floor.



11. Used a worn cord on the Christmas tree lights.
12. Taken medicine from the medicine cabinet without examining the label.

If you continue to follow the above practices, you have a good chance of securing a place in the statistics of *Accident Facts* for 1954.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

What Are Their Chances for a Merry Christmas?
How many dangerous practices can you see in the picture below?



Before you leave for Christmas vacation, make a list of safe practices to follow in regard to Christmas decoration, sledding, skating, etc., so that you will enjoy the holidays.

Let's Practice Safety For Christmas

Ask your home economics teacher if she will let you use her room for a home-safety test. Appoint a committee of three girls and three boys to arrange a number of hazards in the room. Ask the home economics teacher to help you. Some hazards might be: scissors lying on a table, pots on a stove with handles turned outward, pot holders lying on top of stove close to the unlit burners, extension cords running across the aisle, etc.

After the committee has finished setting up the hazards, let the other girls in the class visit the home economics room and make a list of the hazards they see.

When the girls return, let the boys who were not on the committee visit the home economics room and make a list of the hazards.

Each group should be limited to a 10 minute period for inspecting the room. Both groups should assume that a three-year-old and an 80-year-old live in the room.

Ask permission for use of the industrial arts shop and repeat the same contest with a new hazard committee. Ask the industrial arts teacher to help you.

When both contests are over, see if the hazard lists contain any items that were not purposely set up. If so, suggest remedies to the home economics and industrial arts teachers.

When both groups have finished, compare the lists to see which is more complete. Let the committee that set up the hazards serve as the judges.

Now Check Your Home

Take copies of the two lists home and check your home for unsafe conditions. Add any new hazards to the lists. Correct all unsafe conditions. Ask for help and advice on hazards you cannot correct yourself.

Senior High School

SAFETY LESSON UNIT

December • 1953



Sketch No. S-9948-A

Home Safety

Christmas Safety Poem

(With apologies to C. C. Moore)

'Twas the night before Christmas and
all through the halls
Not a plaything was scattered to
cause any falls.
The stockings were hung by the chim-
ney with care
Well out of the reach of the fire's red
flare.
Children were nestled all snug in
their beds
With visions of safe toys filling their
heads.
Mama had checked the lights and the
socket
I checked the gun case, and was cer-
tain to lock it.
We trimmed the tree with the aid of
a ladder
Not using a chair — to fall and to
clatter.
We wanted the man with the "round
little belly"—
The one with the nose so red and so
bright—to say as he left,
"A *safe* Christmas to all and to all a
good night!"



Is Home A Safe Place?

As small children we used to cry, "I wanna go home!" whenever we were upset or scared. As grownups, after returning from a trip, we wire friends, "Arrived home safely." In other words, home is the place where we feel we are safe and secure from all harm. Yet 29,000 were killed and 4,300,000 were injured at home in 1952 . . . at Christmas and at other times.

Are You Safe At Home?

What would you do if:

1. The telephone rings while you're pressing clothes.
2. The car in the garage needs to be warmed up before you drive to town.
3. The razor blade needs to be changed.
4. You spill a liquid on the floor.
5. You have to go downstairs after you're in bed.
6. You have to lift a heavy object alone.
7. You have to replace a fuse.
8. You need to climb high to decorate the Christmas tree.

Will Carelessness

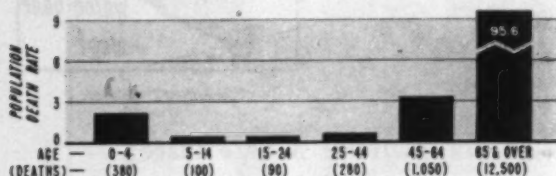
Spoil Your Christmas?

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. Published by School and College Division, National Safety Council, 425 N. Michigan Avenue, Chicago 11, Illinois. One to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Don't Let the Big Killer, Falls, Be Your Xmas Gift!

According to the National Safety Council, falls cause more deaths than any other type of home accident. Shown below is a graph indicating the 1952 death rate by age groups.

Fatal Falls in the Home, 1952, 14,400



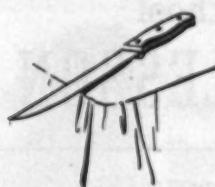
Prevent Falls In Your Home

1. Are the electric extension cords in good repair and clear of the walking areas?
2. Are outdoor steps and porches in good repair?
3. Do stairs have firm handrails?
4. Is ice and snow removed from walk as soon as possible?
5. Is there a secure handhold over the bathtub?
6. Are small rugs fastened down?
7. Are the halls and stairs well lighted at night?
8. Are ladders and stepladders sound and firm?



Are You A Literary Detective?

(Use your library to track down the clues.)



When you lay a knife down, place it away from the edge of the table with the handle, not the blade, facing you.

1. What question might Lady Macbeth ask about this picture?

Clue: *Macbeth*, Act 2 Sc. 1.

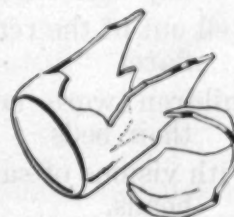
When handing scissors or a knife to another person, hand it with the handle towards him.



2. What did James Russell Lowell say concerning this picture?

Clue: *Cambridge Thirty Years Ago*.

Discard broken glass in newspaper wrapping. Protect hands by using a sheet of paper or gloves when picking it up. Handle glass with care when washing.



3. Was William Henry Ogilvie safety conscious when he wrote *A Royal Heart*?

Clue: Stanza 3.

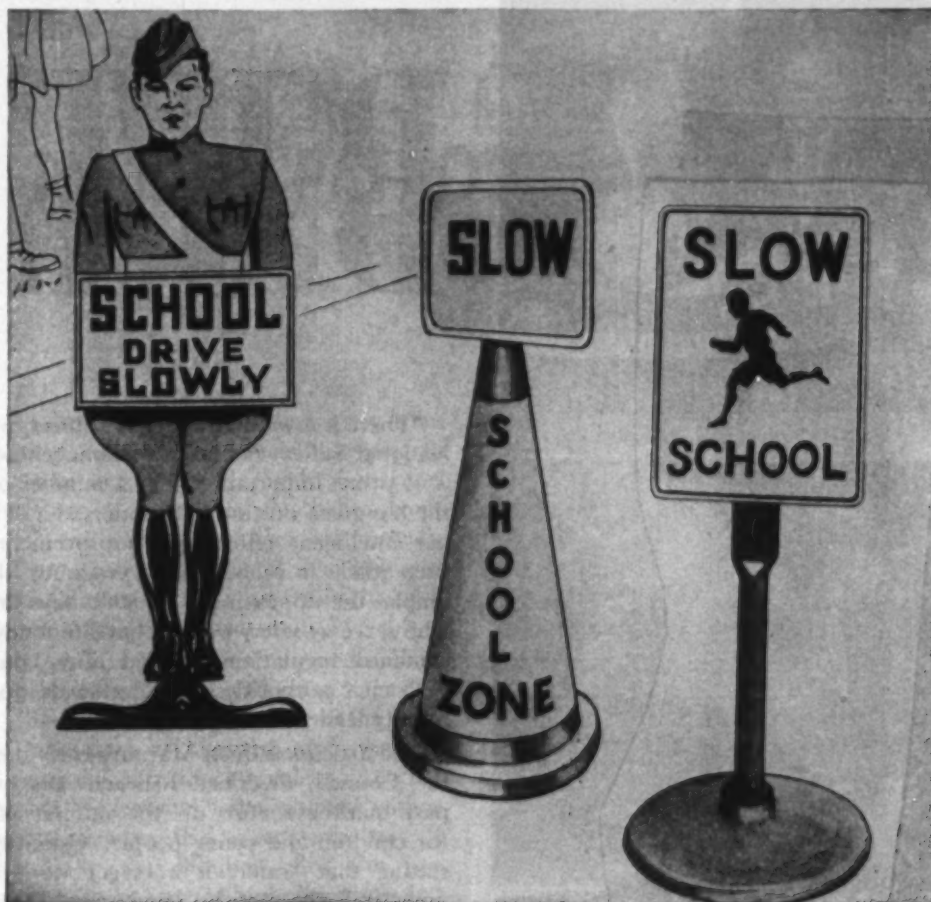
Never leave poisons where children can reach them.



4. What quotation could be applied to this picture from the King James version of the Bible?

Clue: *Colossians* 2, 21.

Answers: 1. "Is this a dagger which I see before me?" 2. "Mistake is like knives, that either serve us or cut us." 3. "It's broken glass, she said: 'I have lifted it from the street to be not as we grasp them by the blade or the handle.'" 4. "Touch not; taste not; handle not."



PROTECT THEIR LIVES WITH THE GRAUBARD *School Safety Signs*

Experience has shown that motorists observe and respect these school safety signs. The GRAUBARD school safety signs offer cheap protection of the lives of your children which have no price.

- **CORPORAL DIGBY**—Figure is over 5 feet high. Has red uniform and yellow sign with bold black lettering. Has a 24 pound detachable iron base.
- **TRAFFICONES**—Are made of collapsible rubber. Overall height 40". Write for information on special lettering.
- **SCHOOL STANDARD**—An 18"x24" heavy gauge steel sign, black on yellow, three coats baked enamel colors. Mounted on a 35 pound 42" high metal base.

GRAUBARD'S also carry a complete line of safety patrol equipment.

WRITE FOR NEW CATALOG

GRAUBARD'S

"America's Largest Safety
Patrol Outfitters"

266 Mulberry St., Newark 5, N. J.



Above: Students who appeared at the joint session of the Driver Education and Traffic sections of the 41st National Safety Congress also appeared on the WBBM-TV program "Rayner Shine" during that week. At top, Stanley Benfell, from Golden, Colorado, and, below, Jane Jenkins of Elgin, Illinois, are separately interviewed by Ray Rayner.

BULL

"There is a woman, Marian Telford, with the National Safety Council to whom school safety is of prime importance. For a number of years she has given unstinting devotion to it. Through her intelligent effort vast improvements have been made in school safety programs. For example, the approximate 350,000 boys and girls who serve as safety patrols, operate today under standard regulations evolved after conference with civic authorities, school officials, and community leaders."

The article outlined Marian's early days with the Council, described her activities over the past quarter century in the interest of safety for children and young people. Quoting her as stating that "safety is a bigger word than it appears," the article enumerated her many safety responsibilities today, wound up thus:

"The first staff member of the National Safety Council to fly, she is as at home in the air as on rails . . . (She) is a baseball fan, hospitable hostess, friendly conversationalist, and an upholder of the belief that work, to be satisfying, must provide an opportunity to serve."

Q salute to a leader . . .

The 41st National Safety Congress opened Monday morning October 19. That same morning Chicagoans and Congress delegates in the city for the week picked up their *Chicago Daily Tribune*, found therein a tribute to a staff member of 28 years standing.

Featured in the "White Collar Girl" column of the paper that day was Marian Telford, senior field representative of the School and College Division. The article said, in part:

"If you've ever watched a first grader start off to school and placed your trust in the safety patrol—school safety is a subject close to your heart.

Q adults on guard . . .

Last month *Safety Education* carried an article on a survey of adult school crossing guards. The article indicated complete satisfaction with the system in some cities, quite opposite dissatisfaction with it in others. It may not be scientific added information, but an article which appeared in the *Chicago Tribune* early in October is interesting in this connection. Briefly, the story is this:

A Mrs. Margaret LaVeque of the city's south side had not returned to her crossing post when school reopened this year . . . and the children she had guided at the corner last year, as well

ETHICS PEOPLE, PATROLS, APPLAUSE

as their parents and the local businessmen, were most unhappy as a consequence. A petition was circulated and several hundred signatures were obtained. Presented to the police commissioner, it brought Maggie back into service. (She had previously neglected to take her civil service examination through an oversight, will now take it at the first opportunity.)

Mrs. LaVeque, a widow and a grandmother, is a conscientious worker according to her community. She often works overtime if the children are late, stays at her post after the day is done to make sure the stragglers cross the street safely. "Sometimes," she claimed with a wink on interview by the paper's reporter, "I speak sternly to the children. But I'm just teaching them to be careful and they know it."



salute to the patrols . . .

The 350,000 "sentinels of safety" who are members of school safety patrols in 14,000 American communities were the subject of a nationwide salute the night of September 21.

The patrol members were accorded special recognition during the coast-to-coast broadcast of the "Suspense" radio program. A specially written play was presented telling the story of the work being done to promote safety among school children. During the program special attention was accorded all who work together to bring about child safety around schools.



heavenly salute . . .

Just a few weeks after the "sentinels of safety" were so honored over the CBS radio program described above, they were named "rulers of safety" in . . . of all things . . . the daily astrology column of a Chicago newspaper. Tying up the past to the present (and the future)



Dr. Herbert J. Stack, Director of the Center for Safety Education at New York University and Chairman of the School and College Conference, NSC, was honored by his friends during the Congress, appeared as a speaker on the Home Safety program, and was also heard in Chicago on radio. Here Chuck Wiley, director of news and special events, WBBM Chicago, and conductor of "WBBM Was There", interviews Dr. Stack in a program recorded for broadcast on Sunday, October 25.

this astrologer reminded his readers that safety week observance in New York began on October 8, 1922 . . . and that saturn ("ruler of safety") was in "conjunct sun" on the previous day that year. The illustration above this bit of copy was of a typical school boy patrol in action!



first Cole scholarship announced . . .

Three students at New York University's Center for Safety Education are the first winners of study grants provided by the W. Graham Cole scholarship fund. October 11 Dr. Herbert J. Stack, Director of the Center, announced that scholarships have been presented to John E.

Kelly of Jamaica, L. I., who works in the safety administration department at American Airlines; Vincent Kracum, Jackson Heights, L. I., who is chief therapist in inhalation at St. Vincent's Hospital, New York City; and Victor B. Ranieri, Bronx, N. Y., safety engineer for the Liberty Mutual Insurance Company.

The awards, made from the fund established last June in honor of the late Mr. Cole associated with the Metropolitan Life Insurance Company, cover tuition for courses offered in the Center's evening safety training program. In all, 10 scholarships will be awarded by the fund to students who show promise of outstanding contributions to the safety field.

Q the right idea . . .

Leading editorial in the Mason City, Iowa, *Globe-Gazette*, September 9 was a lengthy discussion of a subject most school people already understand. The subject: overcrowding in any city's schools across the nation . . . and expected overcrowding in the years ahead.

The statistics quoted in the article went like this. According to the best estimates of the U. S. Commissioner of Education, the total



Walt Durbahn, conductor of "Walt's Workshop" on WNBQ, Chicago, demonstrated safe use of home and farm work shop equipment before the joint Congress session of the American Vocational Association and NSC. The same week Wayne Hughes, Director, School and College Division, NSC, was interviewed on Durbahn's TV program. In center above is Paul Robinson, who is producer of the program.

number of students in schools and colleges this fall (was) 37 million. That's almost a quarter of the entire population . . . 23.1 per cent to be exact. Also, there is need now for 345,000 more classrooms despite recent building activity. By 1960 there will be 10,000,000 more pupils and another 425,000 classrooms needed.

Meanwhile, American colleges turned out 47,500 new teachers in 1953 . . . but the shortage in elementary schools alone was then calculated at 72,000. Teacher salaries nationwide were quoted as ranging from \$4,525 in New York State and \$4,300 in California to as low as \$1,675 in Mississippi and \$2,100 in Arkansas.

The editorial then did a job of trying to awake local citizens to two indicated facts . . . that the city needs more and more competent teachers and that it needs more space for more pupils. Said the editorial: "The former demand will be met only as we make teaching more attractive to our ablest young men and women seeking a professional career. The second demand will be met only as each community surveys its needs and acts to provide school plants adequate to its needs.

"In this newspaper's long-term program for a better Mason City, our schools have top priority."

Q help from the industrial press . . .

September issues of house magazines of indus-

for
SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade — adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3 3/4" ARM BANDS Celluloid front—metal back. Web strap and buckle attachment.

No. 33 Blue on white JUNIOR SAFETY PATROL.

No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen \$5.00	Lots of 50 28c each
Lots of 25 30c each	Lots of 100 25c each

SIGNAL FLAGS—12x18 inches

Red cotton bunting, white lettering, "SAFETY PATROL."

Per dozen \$4.00	Less than dozen \$1.00 each
----------------------------	---------------------------------------

Write for our Safety Patrol Circular
• OUR RECORD 53 YEARS

AMERICAN BADGE COMPANY
129 West Hubbard, corner La Salle, Chicago 10, Ill.



Pictured above is Mrs. William C. Black of Ithaca, New York, Carol Lane award winner for 1953, in the kitchen she organized for safety action. Hours of homework kept this PTA leader busy setting up a system whereby she received all complaints and suggestions and could then channel this information to the proper city and traffic authorities.

try helped out in the general campaign to remind adults to drive carefully and be aware of children back on the streets now that school was in session. Some magazines used material suggested by national agencies, others developed their own copy and illustrations for effective local presentation.

Two outstanding examples which came our way the first month of the school year were the cover treatments of the "Humble Bee" and the "Gibraltar Journal." The first, house magazine for the Humble Oil Company, showed children boarding a school bus, reminded readers to "Give the kids a brake," specifically asked that motorists drive slowly past schools, observe the traffic regulations and always stop while school buses are loading or discharging children.

Front cover of the "Gibraltar Journal," published for the American Legion Post of the Prudential Insurance Company at Newark, showed children "off to a good start" with a "go slow, school" sign prominently displayed in the foreground. Inside, the same title headed up a story with an unhappy ending . . . a tale of the eager little girl off to school who was hit by the car of the distracted business executive driving too fast because he was late to work. Said the final paragraph:

"Children are impulsive, not dependable. Help them to get off to a good start by being mentally alert when you're behind the wheel. And—please—drive at reasonable speed."

HOLLYWOOD TRAFFIC BOARD for instruction in DRIVER EDUCATION



Developed by a teacher in the Los Angeles City Public School System to provide an easy method of showing traffic situations in a manner conforming with the best practices of visual education.

1. Simple to operate. Fascinating to watch. Holds attention of viewing group.
2. Several vehicles may be moved simultaneously to demonstrate actual traffic.
3. Operates from the rear. Nothing obstructs the view of the observers.
4. Very light in weight but substantially made. Can be carried anywhere with ease.
5. Needs no special stand because it clamps to any available desk, table, etc.
6. Local highway patterns may be drawn and inserted in the frame to illustrate special situations.

Used by many schools (from 4th to 12th Grades), Utilities such as Bell Telephone Co., Courts, Attorneys, Insurance Companies, Safety Councils, Television Programs, etc.



Patent Pending

Manufactured by

THOMAS W. HALLIDAY

911 N. Westmount Dr. Los Angeles 46, Calif.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Ford School Bus Chassis:** Descriptive literature on safety school bus chassis built to meet safety requirements of the National Education Association. Ford Motor Co.
2. **"Rockford School Relighting Report":** This 24-page report tells the absorbing story of a school system with a problem of overcrowded and under-lighted classrooms . . . how its School Board and Administrative Staff planned a corrective program . . . how the program was financed . . . how four new schools were built and lighted with Day-Brite, etc. Day-Brite Lighting, Inc.
3. **Bulletin No. 365:** Thermostatic water controllers, designed to deliver tempered water in shower baths are featured in this bulletin. Construction, capacities and other safety features are pointed out. The Powers Regulator Co.
4. **"Sound Conditioning for Schools and Colleges":** Booklet that explains how schools can use Acousti-celotex to reduce the noise of classrooms, halls and lunchrooms. The Celotex Corp.
5. **Sectional Tables:** Literature describes sectional tables with swing seats available in units to seat 2 to 24 people. These tables are being used in cafeterias, recreation rooms, clubs, and are made of durable cast iron construction. Chicago Hardware Foundry Co.
6. **"Utilizing the Chalkboard":** Circular giving tips on the care of blackboards and includes information on dustless chalk crayons that are easily legible from the farthest corner of the classroom. American Crayon Co.
7. **Planning Your Playground:** Booklet reviews the playground situation and gives points on care, planning and selection of types of apparatus for better playgrounds. J. E. Burke Co.

SAFETY EDUCATION

DECEMBER 1953

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name.....

Title.....

School.....

Address.....

City.....

Can Safety Education Be Improved?

Continued from page 5

special knowledges and specific skills, like algebra and swimming, in classes organized for such purposes. But the opportunities and influences which go into forming attitudes run throughout the entire day, at home, at school, in all classes and later on throughout all the working day."

The final day of School and College sessions saw delegates take up specifics . . . driver education, vocational education, campus safety, school transportation. Especially well attended was the joint session of the driver education and traffic sections, where teen-agers and their adult advisors formed a panel for discussion of teen-age traffic safety conferences held during the past year. Many audience questions in this session were directed to the teen-agers, who answered forthrightly, giving their experiences and opinions on such conferences, on hot-rod clubs, and on many related subjects of teen-age safety.

Reversing the morning procedure, teen-agers were in the audience Thursday afternoon when, at a group meeting on high school driver education, three organizations demonstrated and described their separate new devices for classroom driver training. Pictured elsewhere in this magazine are two of the devices displayed that day: the AAA Auto Trainer and the Aetna Drivotrainer.

In all, before delegates left for home on Friday, they had attended or participated in more than 40 open sessions of the School and College Section of the Congress, as well as in a like number of meetings of year-round or special committees. They had, moreover, honored those who lead their safety education efforts during the past year, paid special honor to their Conference Chairman. At a reception on Monday October 19, nearly 300 men and women lauded Dr. Herbert J. Stack, Director of the Center for Safety Education, New York University, for 25 years of devotion to the cause of safety. On hand to see the presentation of a volume of congratulatory messages to Dr. Stack was Mrs. Albert W. Whitney, widow of safety education's great pioneer.

It is significant also that during all 1953 proceedings described above one of the committees which met most regularly was in connection not with the 41st National Safety Congress but the 42nd. Because of their work, plans are already under way for even more effective discussion of safety education principles and practices during the week of October 18 to 22, 1954. We hope you will be on hand.



BE A WISE OWL

and simplify your safety instruction

Teacher's schedules are busy ones—checking finished work—preparing new lessons. That's why Safety Education Data Sheets are a necessary aid for simplifying safety instruction.

You can have practical knowledge of common accident hazards—right at your fingertips. Designed especially for teachers, these articles give in compact form, all the information for teaching safety on a particular subject. Each Data Sheet includes available accident statistics, circumstances leading to accidents, basic precautions, along with source material. Two to six, 7x10" pages.

Select the data sheets best suited to your needs. Better yet, order a complete set—it can serve as your encyclopaedia of safety.

- (1) Bicycles
- (2) Matches
- (3) Firearms (Rev.)
- (4) Toys and Play Equipment
- (5) Falls
- (6) Cutting Implements
- (7) Lifting, Carrying and Lowering
- (8) Poisonous Plants
- (9) Electric Equipment
- (10) Pedestrian Safety
- (11) School Buses
- (12) Flammable Liquids in the Home
- (13) Passenger Safety in Public Carriers
- (14) Chemicals
- (15) Hand Tools
- (16) Nonelectric Household Equipment
- (17) Sidewalk Vehicles
- (18) Camping
- (19) Alcohol and Traffic Accidents
- (20) Cooking and Illuminating Gas
- (21) Solid and Liquid Poisons
- (22) Safety in the Gymnasium
- (23) Laboratory Glassware
- (24) Places of Public Assembly
- (25) Fireworks and Blasting Caps
- (26) Domestic Animals
- (27) Swimming
- (28) Small Craft
- (29) Play Areas
- (30) Winter Driving
- (31) Night Driving
- (32) Winter Sports
- (33) Traffic Control Devices
- (34) Safe Conduct in Electrical Storms
- (35) Poisonous Reptiles

- (36) Motor-Driven Cycles
- (37) Animals in the Classroom
- (38) Railroad Trespassing
- (39) Bad Weather: hazards, precautions, results
- (40) School Parties
- (41) Home Workshops
- (42) Horseback Riding
- (43) Hiking and Climbing
- (44) Hook and Line Fishing
- (45) Summer Jobs—Farm
- (46) Safety in the Woodshop
- (47) School Fires
- (48) Unauthorized Play Spaces
- (49) Bathroom Hazards
- (50) Safety in the General Metals Shop
- (51) Safety in Pupil Excursions
- (52) Highway Driving: rules, precautions
- (53) Safety in the Machine Shop
- (54) Summer Jobs
- (55) Motor Vehicle SPEED
- (56) Welding and Cutting Safety
- (57) Safety in the Auto Shop
- (58) Winter Walking
- (59) Safety in the High School Chemistry Laboratory
- (60) Safety in the Farm Mechanics Shop

Price each

1-9	10-99	100-999	1000-1999	2000-4999
\$08	\$05	\$04	\$03	\$02
5000-9999	10,000-19,999	20,000 or more		
\$015	\$012	\$01		

Complete Set, each, \$2.90

NATIONAL SAFETY COUNCIL

425 N. Michigan Ave.

Chicago 11, Illinois

**DRIVE
SAFELY**

**for a
Happier Holiday**

